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ABSTRACT

A total of thirty participants, mostly teachers, underwent an in-service training program to develop "cultural awareness" in 1969-1970. The project plan was as follows: (1) cultural sensitivity training; (2) cultural awareness, curriculum objectives, and development training; (3) instruction methods and strategies, philosophy of human development, development of teaching units, and Interaction Analysis training; and, (4) follow-up and evaluation. [Parts of this document, especially the appendices, may not be clearly legible when reproduced, due to the print quality of the original document.] (Author)

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FINAL REPORT

LAS VEGAS, NEW MEXICO - TITLE IV

TEAMS

Team Teaching, Employing a Variety
of Methods for Spanish/Anglo American Integration

UD 010 930

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Superintendent of Schools
Dr. H. F. Pomeroy
Curriculum Director
J. D. Vasquez
Project Director
H.C. Turner

LAS VEGAS CITY SCHOOLS

Title IV In-Service Training Project
1969-70

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To: Dr. R.M. Hawkins, Program Officer, Department of Health,
Education & Welfare, Dallas, Texas

From: H.C. Turner, Project Director, TEAMS

Subject: Final Report

Reference: Title IV Project No. 7014
Grant No. OEG-7-9-417C14-C114-(036)

1. Introduction:

The following presents a brief summary description of TEAMS, Team teaching, Employing a Variety of Methods for Spanish/Anglo American Integration. The major project explanation will be found in sections, II, III, IV, V, & VI and the Appendices. The appendices contain the agendas of meetings, consultants used and teacher evaluations of the various training sessions.

A. Objectives

1. To conduct an in-service training program for teachers and administrators in cultural sensitivity and knowledge.
2. To develop and implement a model curriculum which meets the specific multi-cultural needs of a Spanish/Anglo community.
3. To fully implement a school environment highly supportive of culturally integrated middle level student body.
4. To stimulate community integration through involvement in school activities.

B. Project Plan:

In order to best accomplish the above objectives a four phase plan was developed:

Phase I. Cultural Sensitivity Training.

Phase II. Cultural Awareness, curriculum objectives and development training.

Phase III. Instruction methods and strategies, philosophy of Human Development, development of teaching units and Interaction Analysis training.

Phase IV. Followup and Evaluation.

C. Participants:

A total of 30 participants underwent the in-service training. All Middle School faculty and administration and volunteers from the elementary and secondary staff and administration were selected. It should be noted that other community leaders participated in phases II, III, IV, & V of the program.

Participants were as follows:

1. Teachers (24)
2. Administrators (5)
3. Aides (1)

D. Staff:

The Las Vegas City Schools contracted for 36 consultants from other school systems or universities. Nine local citizens and eight local school personnel were utilized for various phases of the training. Three members of the Minority Group Cultural Awareness Center at the University of New Mexico were also utilized.

The project was planned, directed and implemented through:

1. One project Director
2. One Secretary
3. City School Staff members
4. Specialty Consultants

II. Background Information:

Las Vegas, New Mexico is a town of 14,000 population, located in San Miguel County, in the northeastern part of the state. There are two school districts and cities in the community. This application is for the Las Vegas City Schools, or East Las Vegas. The district has a population of approximately

3,000 students. At the present time, there are nine elementary schools, three of which are in the county's rural area. There is one junior high school and one senior high school serving the school district.

By action of a referendum vote the municipalities of East Las Vegas and West Las Vegas consolidated in March, 1970.

District-wide, the student population is 73 per cent Spanish surnamed, 26 percent "Anglo" and less than one per cent Negro or Oriental.

New Mexico Highlands University, the New Mexico State Hospital, the Santa Fe Railroad, and stock raising in the surrounding area are the principal assets of the community.

The community was established by Spaniards in the early eighteen hundreds. It became the chief marketing place for an agrarian economy that surrounded it for miles around. It was one of the principal trading and commercial areas on the Santa Fe Trail. With the coming of the railroad, the town grew and divided into two communities - East and West Las Vegas.

With the advance of technology and influx of immigrants the native born residents often found themselves unable to compete in the highly mechanized world. The ranches which were once their sole means of support have been divided according to Spanish customs, into smaller portions by their fathers and their father's father. Droughts often added to their misfortune. Eventually, the descendants of the Conquistadores abandoned their small holdings and moved into town to work, often at

menial tasks. This influx of Spanish-Americans into the East Las Vegas area greatly increased the physical integration of the community's citizens. The cultural awareness dimension of integration needs to be much further developed.

Others moved away to places where they were better able to make a living. Some had had to go on welfare because employment opportunities do not exist. As a result, this area has been designated as an economically depressed area. Approximately 32 per cent of the student population qualifies under the provision of Public Law 89-10 ESEA (Low income category). The district has an 11.3 per cent average unemployment rate and has been designated a top priority on government contracts for the one parachute factory that exists in town.

2. Problem Identification:

A. Defacto Segregation

Defacto Segregation has existed because of the location of the neighborhood schools. In the rural areas, nearly one-hundred percent of the students come from Spanish speaking homes. Some urban schools enroll nearly one-hundred per cent students from Spanish surnamed homes. Others have varying ratios of Spanish/Anglo enrollments.

Our efforts in elimination of defacto segregation have been fairly successful at the 7th grade level. All students above the sixth grade level are now enrolled in integrated urban schools. Many rural elementary students are now transported to urban elementary schools. It has been our experience that by transporting these students to urban schools at an earlier age than junior high, integration problems are less.

B. Integration Procedure:

This has led us to the planning of a middle school to encompass grades 5 through 8. Two years of study by administrators and faculty members of the East Las Vegas City Schools, with consulting services of the University of New Mexico, have resulted in the final plans for a model middle school plant which utilizes culturally integrated team teaching-modular scheduling techniques of instruction. The University of New Mexico school planning department believes these plans are the most modern design for integration in the Southwest. School Board approval of the aforementioned plans have been made with bids to be let in January and construction to begin in February. Occupancy of the middle school is to commence with the 1969-1970 school year. Educational specification for the Middle School state, "...establishment of a middle school to house all the children in the school district, initially in the 6th and 7th grades and later in the 5th and 8th grades, will permit more heterogeneous grouping in the school for more children from all walks of life in the community."¹ Language, social, scholastic and emotional adjustments are some of the major obstacles of integrating the Spanish-American into the urban school.

C. Problems of Integration

Some of the problems incident to integration have been the

¹University of New Mexico, School Plant Planning Service, College of Education, Educational Performance Specifications for the Proposed Las Vegas Middle School, p. 5

formation of gangs, dropping out of school upon reaching the end of compulsory school attendance age, lack of participation in extracurricular activities, lack of leadership, and lack of self-direction in academic pursuits. The staff needs to be concerned with the complexities of the backgrounds of these children. They need to study and design a curriculum that is suited to the best interests of these children; and they need to devise methods that will best bring about the desired results of integration.

III. Nature of the Problem

The Las Vegas School System had endeavored to have a quality education program for "all children". Consideration is given to the socio-economic and ethnic differences between students. Efforts were directed toward assimilation into a technological society.

There is a natural tendency for a dominant culture to impose itself upon a subordinate culture, often preempting the resources otherwise available to the other. Inequality of accessibility may result.¹ The poor economic situation which exists in our schools has limited the alternative choices of our student population. Those with a minimal acculturation have even fewer choices.

The pressures of modern technology make it imperative that cross cultural education receive priority attention. Berger advocates a "syncretism compromise" as a solution to the problem.²

¹Berger, Henry Ethno-Pedagogy-Cross Cultural Teaching Techniques, Southwestern Cooperative Educational Laboratory Inc., Albuquerque, N.M.

²Ibid.

When the cultures of an area are "appreciated" not "tolerated" a fuller participation in the social order and material benefits are enjoyed by the minority cultures. Ethnic differences are a fact. Contributions toward an "ideal" society can be beneficial when a true appreciation by each group is realized.

Recognizing the limited choices in educational goals and a less than desirable appreciation between respective members of the two cultures, the Las Vegas City Schools entered into an inservice training program in cultural sensitivity and awareness. A program was developed to change facts among our students such as:

1. Spanish-American youngsters on the average are achieving two or three years behind the Anglo youngsters at the middle school level.
2. The present school program is not culturally "relevant" to the Spanish-American culture.
3. The drop-out rate is much too high among Spanish-American students.
4. There is "grouping" of students among ethnic lines with a lack of socialization between groups.
5. Unemployment is highest and the majority of poverty category families are Spanish American.

IV. The Program Plan

The project plan was to develop a "cultural awareness" dimension among the teachers of the East Las Vegas City Schools. This awareness was to be implemented into the curriculum. Through this implementation, students and thence parents could become actively involved in inter-group activities which would develop integration attitudes.

It was felt that our objectives could best be met by breaking down the program into the previously mentioned four basic phases.

The specific objectives of the project were:

1. To conduct an in-service training program for teachers and administrators, in cultural sensitivity and knowledge for the East Las Vegas multi-cultured middle school.
2. To develop and implement a model curriculum which meets the specific multi-cultural needs of a Spanish-Anglo community.
 - (a) Language arts and social studies will be taught in both English and Spanish. Historical sites and museums will be visited in the area. The children will discuss and write about their experiences in both languages after visiting nearby historical sites.
 - (b) The fine arts, industrial arts, and home economics will feature work from both cultures. This will be done by having students bring family heirlooms, pictures, etc. for display and study; by learning about arts and crafts materials; and by having clothing featuring styles from both cultures.
3. To fully implement a school environment highly supportive of culturally integrated middle level student body. This is to be done by developing techniques to more effectively make students aware of their individual worth and their worth as a contributing factor in society. Clubs, activity periods, games, plays and classes will all contain participants fully integrated. A staff will be employed with a reasonable proportion of teachers of each culture that have been specifically trained to implement integration.
4. To stimulate community integration through involvement in school activities. Parents from all walks of life will be invited and urged to attend and participate in school functions. Parent group organizations will be fully integrated. Local citizens representative of the different cultures as resources for lectures, demonstrations and discussions will be used. To provide a model in school integration to which other community agencies may turn for information and help.

The first phase of the training was basic cultural sensitivity training. The participants were divided into two groups of 15 each. One T-group specialist was assigned to each group. The groups were structured to contain approximately equal numbers of representatives of each ethnic group, sex, and category (teachers, administrators, etc.)

c

The objectives of the "T-groups" were as follows:

1. To provide for "free" and "open" communication.
2. To provide for self-realization of cultural conflicts.
3. To develop cohesiveness between participants.

Four sessions of three hours each were scheduled. These sessions were not structured to provide specific outcomes but to generally pass through four successive stages of attitudes.

1. The attitude of cohesiveness and freedom for group interaction.
2. To develop an attitude that there are differences in people because of their cultural heritage. This begins with an attitude characterized by "No problem-we're all Americans" to an attitude that "Maybe there is a difference in peoples attitude because of their cultural heritage".
3. To identify problems relative to cultural conflict. This is characterized as "the problem is unsurmountable-everyone feels so discriminated against that the whole community is doomed".
4. The attitude that through cooperative endeavors there are possible solutions to the problem. Participants move from the "defeatist attitude" to one of "constructive criticism" and "cooperative endeavors".

At this point the participants felt that they were finally getting somewhere. A desire for additional sessions was expressed. One voluntary session was scheduled with approximately 75% of the participants attending.

As the participants began to develop the "freedom" and "openness" of communication, the differences in cultural values, value orientation and resulting conflicts between members of each culture began to unfold. The attempt was

primarily a concern with the feelings of the participants and to reserve implications on the educational process for a later phase. This tended to make the participants more aware of their own "real" feelings toward members of their own culture as well as other cultures. We were then ready to move into phase II of the program.

The second phase was devoted to awareness training and its implications on curriculum and the educational process. This was a ten day workshop from June 4 through June 17. Twenty-three consultants, mostly in teams of 3 or 4, were utilized. These were selected for their background work in cultural awareness, curriculum specialties and educators in middle or junior high schools who had experience with aspects of educational concepts relative to our proposed plan. Six local citizens, two teams of 3 each, were utilized to reflect the aspirations of the community. An open invitation to all citizens of the community was extended to visit and/or participate in the project. A few parents accepted the invitation. The cultural Awareness Center at the University of New Mexico provided some excellent background and ideas in cultural awareness and cultural conflicts as they affect the educational process. In this phase the participants were trained to identify the differences in value orientations between the two cultures in respect to family, education, economics, religion, politics, and recreation as they affect life goals and ambitions. It was stressed that cultural values are

changing and that the Spanish-American children could not be "pin-pointed" to a point on an acculturation continuum. It was also stressed that the value orientation schemes discussed were "ideal" social-science constructs used to better understand basic values and not be used for identification or judging modern Spanish-American behavior patterns. The "folk-accented" or "Spanish-cultural value" scheme was discussed to assist teachers to become "aware" of possible points of conflict in their attempt to make the curriculum and their teaching more "relevant". The dangers of self-concept damage by stereotyping or assuming cultural values of Spanish-American children was stressed. A syllabus was prepared by the director and given to each participant to be used as a resource for discussion.

A new school plant had been designed around a program plan for large and small groups. It was felt that the large groups provided a much more suitable setting for integration endeavors while small groups would provide for better instruction. The basic philosophy was a "hands-on" or student involvement school program.

Our preliminary plans for the project was to develop teaching units as a part of a model curriculum. The group was divided into four subject matter areas, language arts, social studies, math-science, and fine arts for this phase. The specific objectives of this aspect of the program were:

1. To establish a mechanical model for large group and small group instruction, team teaching, and modular scheduling.
2. To identify areas of need.
3. To establish meaningful attitudes toward integration.
4. To discuss possible additions, deletions and/or revisions to make the school program relevant.
5. To begin gathering material to foster culturally relevant teaching units.

The first area of concern was to establish a mechanical model. There was no immediate model available. Consultants from public schools were called upon to present their experiences in one or more aspects relevant to our program. From these experiences we began to develop a working model. Once the mechanical model was established, attitudes which would make for an environment supportive of an integrated student body and "culturally relevant" content were investigated. Content area specialists were asked to provide meaningful and functional avenues for implementation of

attitudes obtained through the sensitivity and awareness training into the school program.

It was believed absolutely imperative that recommendations for change be generated by the participants. As we progressed through phase II of the project, it became evident that teachers were advocating some changes. The evaluation given at the end of this phase revealed a change in attitude among most of the participants and indicated some desire for a change in curriculum emphasis. This evaluation appears in Appendix B. The participants were asked to prepare a curriculum outline during the summer for discussion and cooperative development during the August workshop. This outline was to include desired "focus" or "change" that each teacher felt necessary.

Phase III was a ten day workshop in August. This phase was planned to include the development of curriculum teaching units, philosophy of "human development", teaching strategies and interaction analysis.

Teachers came to this phase with curriculum outlines as prepared during the summer vacation. It was immediately evident that the teachers within the various subject matter areas had gotten together during the summer break and refined their outlines as a group.

Four specialists were used in the fields of unit construction, teaching strategies and interaction analysis. It was believed that a change in philosophy, methods and strategies should accompany any change in subject matter

or emphasis. The teachers had to renew and reinforce their role of concern with the individual student in the total educational process. To accompany the desired change in curriculum and to better insure the implementation of the curriculum a self-evaluation tool was needed. Interaction analysis was presented to supply this tool. The team approach provided an excellent means for utilization of interaction analysis as teachers attempt to evaluate their teaching style on the individual child in relation to the whole class. Not only was a teacher able to look at herself but the team as a whole could work constructively to suggest means to improve instruction. Following this phase of the program an evaluation was asked of each participant. A summary of this evaluation appears in Appendix B.

Phase V of the program will be covered under the heading of Implementation.

V. Implementation

A. General Implementation

With the opening of school in September and the moving into our new school plant on November 17, 1969, phase IV of the program began. This phase was the followup and evaluation phase of the program. This was also the implementation period. Consideration was given to the "effect" and "affect" of the curriculum as it was put into practice.

Through the means of self-evaluation and team evaluation, teachers began to look at what they were doing in the classroom. They began to focus in on the "relevancy" of what was being taught. An attitude of less concern with teaching units on cultural aspects but rather a concern with the overall impact of the curriculum was beginning to be verbalized. The feeling was that teaching units could be "artificial" while a "realness" to cultural understanding should be incorporated in the daily routine of instruction. Thus, our efforts were changed from developing teaching units to that of identifying attitudes that were available on a day by day basis within the prepared curriculum outline.

B. Curriculum Implementation

Built into the curriculum outline are many avenues for developing cultural understanding and awareness. Spanish is being taught in fully integrated classes. This is being utilized not only to teach the language but to explore other aspects of the culture through group interaction, projects and exercises. The concepts of the language arts and Spanish departments parallel each other so that there is positive reinforcement being accomplished in both areas. Students

are having the opportunity to communicate and exchange ideas in both languages.

The rich local heritage is being introduced and reinforced in the social studies program. Our social studies program emphasizes a study of the culture, economics, and history of the people of South America, Mexico and the Southwestern United States. These aspects are systematically compared with our local people. Interviews with local residents were taped by both teachers and students. Local residents were invited in to talk to the classes.

The correlation and integration of subject matter material is allowing the sciences, language arts, social studies and Spanish to work together and explore many sides of local history.

The art program draws its activities from the other programs in the school and thereby reinforces the total program.

The music program is an integral part of each area of instruction. The music teacher goes into the various classrooms and conducts the music program as an enrichment and supplemental aspect of each subject matter area of the school.

We are attempting to improve the self-concept of students who have been identified as having a poor self-concept through a course entitled social living. This is a small group interaction, discussion session under the direction of a team consisting of the counselor and social studies teachers. It utilizes the T-group and Human Development techniques as developed by Dr. Palomares and Dr. Bessell

of San Diego State. The focus is on three important areas of child development, awareness, self-confidence and social interaction.

C. Visual & Listening Aspects of Implementation

On February 27, 1970 a budget revision was approved to allow 14 hours additional training. The effort was utilized in further developing attitudes relative to the Spanish-American heritage and expanding on the local cultural heritage. Three consultants were used to explore problems that the Spanish-American youngster encounters in the school setting and educational process. We used some of the time in tying together teacher and student efforts in identifying and recording local history, local heroes, and sites of interest. The interviews with local persons recorded on cassette tapes were edited and correlated into listening units for use in the classroom and the learning material listening center. Twenty-six tapes were prepared. Eleven slide presentations that could be used to reinforce and supplement our study on local history and points of interest were assembled. The school can not afford to bus children to these various sites for on the spot viewing, therefore, we would bring these sites to the classroom. It was the feeling that children would relate better to this type of presentation than through the written word. Plans were formulated and areas identified for a continuation of developing tapes, slides, and for transcribing these into a syllabus on local heroes and sites of interest. Substitute teachers were used to free teachers

during working hours to interact with consultants who could otherwise not be obtained and to edit and assemble meaningful visual and listening units of instruction.

A two months extension was obtained on April 3, 1970 with accompanying budget changes. During this time, the participants underwent additional training in cultural sensitivity to better use their skills in a continued in-service training program with the school system. All participants had twelve hours additional training with a cadre of 15 undergoing six additional hours of intensive leadership training. It was the feeling that they would profit by some practical experience with groups. They were assigned a group of teachers who would participate during the 1970-71 program. A consultant was scheduled with each group for two meetings to insure that they had enough training to effectively continue the training. They assumed the leadership for the remainder of the training program. The other participants in the 1969-70 project were assigned responsibilities during the two weeks in-service session during June as awareness and curriculum leaders.

D. Community Involvement:

The public was invited to our National Education Week open house. The language arts, Spanish, music, social studies and physical education programs correlated and integrated some of their daily activities into short skits and presented them at this meeting. This was used as a springboard to stimulate public interest in our program.

Many patrons of the school have since visited to see the program in action. Their comments indicate that they are impressed with what is going on.

Four group interaction sessions were planned. These patrons present were divided into small groups of less than twenty each and met with one teacher as leader. Interaction within the group was encouraged as a means of obtaining feedback about their impression of the activities, the cultural awareness aspect of curriculum and their aspirations for the education of their children. Some very good sessions were conducted. Almost 200 parents were present for the first meeting, with each subsequent meeting drawing fewer parents. The general feeling of the parents was one of satisfaction with the program.

The director and principal of the pilot school have explained the program to parent-teacher groups, civic clubs and in the newspaper, on radio and on television on a number of occasions.

VI. 1969-70 Title IV Project Accomplishments (Evaluation)

This is a summary of the accomplishments of the 1969-70 Title IV, Civil Rights Act of 1964 in-service training project. The following evaluation was developed by the director, consultants and 8 participants in the project.

A. General Evaluation:

The Title IV Project is credited with furnishing a primary impetus toward integration of the community members.

The project focused on integration activities and endeavors with faculty members and students. It was desired that these activities and attitudes be spread to the community members through the student population. With this philosophy in mind our first efforts to disseminate information to the community was directed more toward the changes that would be brought about through the new school setting and less toward the cultural aspect. It was the feeling that we would like to have some positive action activities to present to the parents. This would curtail "turning off" the community to our efforts and provide less opportunity for dissention. As teachers began their work on curriculum aspects during the June workshop, parents were present as visitors and some as participants. There were some who voiced the opinion that we were creating problems. They were of the opinion that we had lived together in Las Vegas for many years with no major threat. There were some complaints to the administration, but in general they took a "lets wait and see" attitude. As we began to progress in our training there was evidenced more positive feedback and

less negative feedback. As the teachers began to develop a more positive attitude so did the parents. By early November we were ready to present to the parents at the National Education Week open house some of the activities that were taking shape in the school system via demonstrations of what was going on in the classrooms. This consisted of activities in English as well as in Spanish. In late November, we moved into the new facility and were ready to plan some directed parental activities. Four meetings were planned and parents and community patrons were encouraged to attend. These meetings were planned to show some of the positive things that were going on in the school. The parents were divided into small groups with a teacher as leader in each group. The interaction within each group was encouraging. The responses in these groups were generally positive. The cultural controversy was not discussed with any openness because of the lack of security in this type of setting. However, groundwork for discussions was laid and has been evidenced in other places at other times. Following each meeting, there was the expected "rattling of skeletons" charge and negative feedback. It was minimal in terms of our expectations. The Superintendent of school stood by his commitment to the program through-out. From these meetings came many good and worthwhile suggestions for the improvement of the school.

The project can be credited with initiating a start in promoting positive concerns about the community.

1. There is more interest in school activities as evidenced by increased parental attendance in PTA, visits to the school during school hours and attendance at special programs offered by the school.
2. There is an increased interest in supplying information about history, heroes, folk tales, music, art objects, etc. to the schools.
3. The community readily accepted a notice of change in the elementary school program for next year.
4. Community groups are now more openly discussing the aspects of cultural differences.
5. The local newspaper has requested material in order that it may run a weekly section on the schools.

Some very positive "effects" were beginning to be noticed at the Middle School and elsewhere in the school system such as:

1. Spanish was being taught to all students in the Middle School. Cultural understanding as well as the image is emphasized. It is very popular with the student population.
2. There is a noticeable mixing of students and breaking down of grouping by ethnic backgrounds of geographic boundaries.
3. Librarians were searching for material to place in the library to satisfy a demand for material to research local and state history and heroes.
4. Counselors were asking for the material in the directors file on research results on education of the Spanish-American. They were exchanging material and source information between themselves and the director.
5. Spanish, Mexican and Southwestern folk music, dances and art were being taught at several of the schools.
6. There was an increased interest being shown in Spanish classes in other schools at registration time.
7. An in-service program on cultural awareness for teachers new to the system was requested by the Superintendent and provided. This is intended to be a continued and scheduled program for the future.

B. Conclusions

In conclusion there is evidence of a dedicated concern

for the individual child and a "relevant" program at the Middle School. The efforts of the program are being felt throughout the school system and into the community.

The Title IV project has started some far reaching implications on the school environment. The school system finds itself in a position of forced continuation of efforts along these lines.

It was recommended by the participants that the program be continued. They suggest beginning at the elementary school and progressing through the high school. Should these recommendations not be carried through or the school system falter in its efforts to continue the program thus started there is the decided possibility that the participants and also a group of concerned community patrons will become disillusioned.

There is an observable "area of concern" brought on through the efforts of the program to further identify the needs of the children in the Las Vegas City Schools. These needs must be satisfied. The Title IV program can supply the "thrust" necessary to initiate changes to help satisfy these needs.

A program has been initiated. It should be encouraged continued, and enlarged upon in order to provide an educational experience essential to the fullest development of the children of Las Vegas.

April 1, 1969 to May 31, 1970

1. Direct Cost Items:

Budget A

a. Compensation, personal services

Director
Secretary

Percent

Amount

\$11,675.00
\$ 4,050.00

\$11,675.00
\$ 4,050.00

b. Compensation for Substitute Teachers

720.00

720.00

c. Employee Benefits

1,640.00

1,638.00

d. Compensation for Participants

14,840.00

14,754.00

e. Supplies & Materials

745.00

724.55

f. Travel

1,550.00

1,544.23

g. Communications

266.00

244.73

h. Printing

20.00

18.50

i. Transportation

20.00

14.51

j. Services

20.00

77.60

k. TOTAL DIRECT COSTS

\$34,006.00

\$33,474.18

l. Indirect Costs

20.00

5.95

Budget B

a. Compensation, personal services

4,815.00

4,815.00

b. Supplies & Materials

60.00

55.05

c. Travel

785.00

755.20

2. Total Costs

\$41,286.00

\$41,105.35

Grant No: OEG-7-9-417014-0114-(036)

Project Number: 7014

W.C. Hart

Recipient: Las Vegas City Schools

H. C. Turner

Project Director

Address: 917 Douglas Avenue
Las Vegas, New Mexico

June 18, 1970
Date

APPENDIX A

Agendas

ATTENTION FOR NEWBORN SESSIONS

April 23

Cultural Sensitivity

Dr. Charles Hall
Dr. J.F. Breithaupt

April 30

Cultural Sensitivity

Dr. Charles Hall
Dr. J.F. Breithaupt

May 7

Cultural Sensitivity

Dr. Charles Hall
Dr. J.F. Breithaupt

May 14

Cultural Sensitivity

Dr. Charles Hall
Dr. J.F. Breithaupt

AGENDA FOR JUNE WORKSHOP
9:00 - 12:00 - - - 1:00 - 3:00 Daily

JUNE 4

- | | | |
|------|--|---|
| A.M. | WHAT IS A CULTURE

CULTURE UNDERSTANDING | Dr. John Aragon (Minority Group)
(Cultural Awareness Center)
La Junta Project FINE (slides & tape) |
| P.M. | TEAM TEACHING

Developing Objectives,
scope, & sequence for
curriculum | Dr. Thomas (New Mexico State Univ.)
Mrs. Mulholland (Las Cruces Schools)
Dr. Buethe (New Mexico State Univ.)
Dr. Doak (New Mexico State Univ.) |

JUNE 5

- | | | |
|------|---|----------------------------|
| A.M. | Continuation of previous afternoons activities. | |
| P.M. | CULTURE AWARENESS | Denver Public School Films |

JUNE 6

- | | | |
|------|--|--|
| A.M. | Language Arts

Social Studies
Earth Science | Bob Ingerbritson (Lang. Arts Spec.)
(State Dept. of Education)
Luciano Baca (Santa Fe Schools)
Dr. W. Bejnar (New Mexico Highlands) |
| P.M. | What qualities are needed
to succeed in my field and
how can the school fill this
need. | Two panels of three local citizens
Juarros-Service Sta. Torres-Hardware
Torres-College Stu. Gallegos-Pharmac
Montoya-Banker Bustos-Grocer |

JUNE 9

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|------|-------------------------------------|--|
| A.M. | MIDDLE SCHOOL | WM. Stradley (Principal) and 4 teachers
from Goddard Middle School
Littleton, Colorado |
| P.M. | Continuation of morning activities. | |

JUNE 10

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|------|-------------------------------------|--|
| A.M. | Demand Modular Scheduling | Richard Harrison (Principal) and 3
teachers from Pueblo Junior High
Los Alamos, New Mexico |
| P.M. | Continuation of morning activities. | |

JUNE 11

- | | | |
|------|---|---|
| A.M. | HISTORICAL SITES OF AREA
SPANISH AMERICAN HEROS | Homer Hastings-Fort Union
Father Burke |
| P.M. | READING
SOCIAL STUDIES
HOME ECONOMICS
MATH & SCIENCE | Dr. Breen (New Mexico State Univ.)
Dr. Cordova (New Mexico State Univ.)
Mrs. Hoskins (New Mexico State Univ.)
Dr. Hosford (New Mexico State Univ.) |

JNE 12

A.M. Continuation of previous afternoons activities.

P.M. GUIDANCE THROUGH UNDERSTANDING Joe Ulibarri (Minority Group Cultural
THE SPANISH-AMERICAN Awareness Center)

JNE 13

A.M. Available Multi Media Materials John Stephens, District Mgr.
Encyclopedia Britannica Educational
Corp.

P.M. Utilization of Multi-media Robert Brown, Director Instructional
Services Dept. EBE Corp.

JNE 16

A.M. Curriculum (Culture Integra- J. Vasquez, L. Aviles, C. Turner
tion Aspects)

P.M. Team Teaching L. Aviles

JNE 17

A.M. Curriculum (Culture Integra- J. Vasquez, L. Aviles, C. Turner
tion Aspects)

P.M. Modular Scheduling L. Aviles

AGENDA FOR AUGUST WORKSHOP TEACHING STRATEGIES & SELF-CONCEPT IMPROVEMENT

AUGUST 11

10:00-12:00 A.M.	Orientation & preview of Workshop	H. C. Turner, Director
1:00-4:00 P.M.	Unit construction & organization of curriculum	Dr. Jack Sanders (New Mexico State Univ.)
	Techniques for construction of teacher-made Audio-Visual aids	Phillip Dillord (NMSU)

AUGUST 12

9:00-12:00 A.M.	Continuation of previous afternoons activities.	
1:00-3:00 P.M.	Construction of teaching units (curriculum groups)	Administrative staff (Pomeroy, Vasquez, Aviles, Turner)

AUGUST 13

10:00-11:00 A.M.	Construction of teaching units	Administrative staff
1:00-4:00 P.M.	Micro-teaching (strategies)	Dr. Phil Hosford (NMSU) Dr. Robert Wright (NMSU)

AUGUST 14

9:00-12:00 A.M.	Continuation of previous afternoons activities.	
1:00-3:00 P.M.	Construction of teaching units (curriculum groups)	Administrative staff

AUGUST 15

9:00-12:00 A.M.	Spanish American Heros of area Local resource persons for various areas of curriculum & review of taped resources from community (committee report on efforts between workshops)	L. Montoya (staff) E. Ortega
1:00-3:00 P.M.	Construction of teaching units (curriculum groups)	Administrative staff

AUGUST 18

10:00-12:00 A.M.	Philosophy of Human Development	L. Aviles, M. Baca D. Faucett (staff)
1:00-4:00 P.M.	Interaction Analysis	Dr. Phil Hosford (NMSU) Dr. Robert Wright (NMSU)

AUGUST 19

9:00-12:00 A.M.	Teaching strategies & methods	Dr. Phil Hosford Dr. Robert Wright
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1:00-3:00 P.M.	Human development demonstration (self-concept improvement)	M. Baca (staff)
AUGUST 20		
9:00-12:00 A.M.	Construction of teaching units (curriculum groups)	Administrative staff
1:00-3:00 P.M.	Human development demonstration (self-concept improvement)	D. Faucett (staff)
AUGUST 21		
9:00-12:00 A.M.	Construction of teaching units (curriculum groups)	Administrative staff
1:00-3:00 P.M.	Culture awareness & sensitivity demonstration (review of Workshop on culture awareness by Minority Groups Culture Awareness Center)	L. Montoya E. Clayton (staff)
AUGUST 22		
9:00-12:00 A.M.	Construction of teaching units (curriculum groups)	Administrative staff
1:00-3:00 P.M.	Evaluation & closing	H.C. Turner, Director

Dr. Aragon and/or other members of the Minority Groups Culture Awareness Center have been invited to participate during the workshop. They will arrange a time during the workshop at their convenience. They will follow up on their previous presentations and bring us further information as it relates to continuing culture awareness & integration research in New Mexico and surrounding area.

Agenda For Follow Up

Sept. 10	Spanish Department Follow Up	J. Pacheco
Sept. 17	Language Arts Follow Up	C. Butterfield V. Coe D. Duran
Sept. 24	Math Follow Up	S. Taylor P. Lucero
Oct. 1	Integration of Subject Matter	L. Aviles H.C. Turner
Oct. 7	Research on the effect of attitude in learning in a second language	Rodney Young (Doctorate Candidate UNM)
Oct. 21	Review of Progress	Teachers in program not in Middle School
Nov. 4	Video tape review of teaching strategies for Spanish & Language Arts	J. Pacheco C. Butterfield
Nov. 19	Review of efforts in curriculum, implementation in new school, team teaching, modular scheduling, etc.	H. Turner L. Aviles
Dec. 2	Overview of curriculum evaluation as presented by State Department of Education	J. Vasquez H. Turner
Dec. 17	Video tape review of Science and Social Studies teaching strategies	G. Jacobus L. Montoya
Jan. 6	Music implementation into curriculum, review of slide presentations as completed to reinforce Social Studies program	L. Drlik
Jan. 19	Teachers self-evaluation of progress and goals	All teachers
March 20 & 21	Evaluation of teacher performance and enlargement on self-evaluation skills. (Interaction analysis and strategies).	Dr. Hosford Dr. Wright (N.M.S.U.)

Agenda for Budget Transition
March 1970

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|----------------------|--|---|
| March 5 | Audio Visual Workshop (Elements for collecting material) | T. Ueoka
(Graduate student
N.M. Highlands) |
| March 9 | Local History of Heroes & Resources | A. Olivas, Pres.
Las Vegas
Historical
Society |
| March 12 | Effect of language and culture on life style | Dr. Sabine
Ulibarri U.N.M. |
| March 16 | Research facts relative to self concept development | J. Ulibarri
Minority Group
Culture Awareness
Center |
| March 23 | Bilingual instruction as it applies in the educational process | Mari Lucet
Ulibarri
(Minority Group
Culture Awareness
Center) |
| March 24
March 25 | Audio Visual Workshop (organization & processing material) | T. Ueoka
(N.M.H.U.) |

Teachers were released by departments for collection of material to be incorporated into program. This material is an effort to bring historic sites of interest, heroes, and cultural aspects of the area to the students. Slides, tapes, and overhead transparency material will be considered. Substitute teachers will be available as per this schedule.

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|----------|------|---|
| March 5 | A.M. | Math, science, & art departments |
| March 5 | P.M. | Language Arts, Spanish & social studies departments |
| March 6 | A.M. | Language arts, Spanish & social studies |
| March 6 | P.M. | Math, science & art |
| March 10 | A.M. | Math, science, art |
| March 10 | P.M. | Language Arts, Spanish, social studies |
| March 11 | A.M. | Language Arts, Spanish, social studies |
| March 11 | P.M. | Math, science, art |
| March 17 | A.M. | Language Arts, Spanish, social studies |
| March 17 | P.M. | Math, Science, art |
| March 19 | A.M. | Math, science, art |
| March 19 | P.M. | Language Arts, Spanish, social studies |
| March 24 | A.M. | Math, science, art |
| March 24 | P.M. | Language Arts, Spanish, social studies |
| March 25 | A.M. | Lang Arts, Spanish, social studies |
| March 25 | P.M. | Math, Science, art |

EXTENSION AGENDA
Sensitivity and Leadership Training

May 5 - Group A (4 hrs) & Leadership (2 hrs) Group B (4 hrs)	Harrison Fishburn
May 12 -Group A (4 hrs) & Leadership (2 hrs) Group B (4 hrs)	Fishburn Zick
May 18 -Group A (4 hrs) & Leadership (2 hrs) Group B (4 hrs)	Zick Harrison

APPENDIX B

Teacher Evaluations

QUESTIONNAIRE ON CURRENT BELIEFS ABOUT SPANISH-AMERICANS

The following statements are some of the factors that we have found in our research about the Spanish-American culture. Most of it comes from the literature, and from personal interviews with interested people. As a reinforcement of our findings, we would like to poll you and see to what extent you agree with the following statements. This is not a hidden-fact questionnaire. Most of you have had some type of contact with the Spanish-Americans and undoubtedly have formulated some judgements and attitudes about them. Naturally, there are many exceptions to all of these statements. But please think of the majority of the Spanish-Americans; i.e., think of the Spanish American as a group. Please state your honest opinion. State your belief in the following scale:

Strongly agree	Mildly agree	Agree	No Judgement	Disagree	Mildly disagree	Strongly disagree
SA	MA	A	N	D	MD	SD

Circle the space which you agree with, and write a brief comment on the blank concerning the particular statement if you care to do so. On the back of the sheets write longer comments, if you feel it necessary.

9. The Spanish-American or Mexican-American is likely to be strongly oriented to the present or to the immediate past. SA MA A N D MD SD.
10. Mexicans or Spanish-Americans have a "manana" attitude which leads them to put off until tomorrow many things that they should do today, and as a result little ever gets done. SA MA A N D MD SD.
11. Unlike the Anglo, who works now in order to be rewarded in the future, the Spanish-speaking person, having no very definite concept of the future, prefers immediate rewards. SA MA A N D MD SD.
12. To the Spanish-American, security and stability lay in the old, the familiar and the well-tested ways and techniques. SA MA A N D MD SD.
13. The Spanish-American may mistrust and fear the changing future into which the Anglo so buoyantly rushes. SA MA A N D MD SD.
14. The environment is something to be manipulated, to be changed to suit the needs of the Anglo. The Spanish-speaking person, by contrast, is likely to meet difficulties by adjusting to them, rather than by attempting to overcome them. SA MA A N D MD SD.
15. An Anglo who falls ill feels an obligation to do something about his sickness; the Spanish-American, if he becomes ill, may also treat himself or seek professional assistance, but there is not so strong a feeling that he should or must do so. SA MA A N D MD SD.
16. Spanish-speaking persons suffering from chronic diseases are sometimes indifferent to treatment that Anglo health workers become exasperated. SA MA A N D MD SD.
17. Among the cherished values of the Anglo is a preference for independence and a corollary dislike and distrust of the dependent state. In the culture of the Spanish-speaking people, independence is not given nearly so high a value. SA MA A N D MD SD.
18. The attitude of accepting rather than fighting against circumstances by the Spanish-American is sometimes given expression by withdrawal from unpleasant or potentially difficult situations. SA MA A N D MD SD.
19. Formal organizations among the Spanish-Americans, as an ethnic group are rare. SA MA A N D MD SD.
20. The informal organization of the extended family still has great structure and control in the Spanish culture. SA MA A N D MD SD.
21. The majority of Spanish-Americans are Catholic. SA MA A N D MD SD.
22. They believe with a blind faith and are seldom able to explain the rational basis of their beliefs. SA MA A N D MD SD.
23. The religion of the people still envelops most of the daily life of the individual. SA MA A N D MD SD.
24. The Spanish-Americans have made their religion an institution for social enjoyment as expressed in their fiestas. SA MA A N D MD SD.
25. Along with his Catholic faith, the average Spanish-American still holds many superstitions, except for the more educated and acculturated. SA MA A N D MD SD.

18. There are strong evidences yet of existence of the extended family among the Spanish-Americans, where the grandfather, the father or uncle more or less autocratically leads the family. SA MA A N D MD SD.

19. The average Spanish-American families tend to be from medium to large in size. SA MA A N D MD SD.

20. The Spanish-American family is highly autocratic with the father having authority over the rest of the members and each descending son exercising authority over his brothers and sisters. SA MA A N D MD SD.

21. The parent-child relationships tend to be on a superior-subordinate basis. SA MA A N D MD SD.

22. The girls are overly chaperoned by the parents. SA MA A N D MD SD.

23. The family is an all embracing institution in the Spanish-American culture transcending into all the other aspects of their value orientations. SA MA A N D MD SD.

24. Social relationships tend to be warm and friendly but at the same time the Spanish-American is capable of deep hatred and jealousy. SA MA A N D MD SD.

25. The Spanish-American tends to be cyclothymic; i.e. changes from elation to depression rather quickly, and from happiness to anger rather quickly. SA MA A N D MD SD.

26. Sibling rivalry is as common as in any other group. SA MA A N D MD S

27. Extra-marital relations are quite frequent among the Spanish-Americans. SA MA A N D MD SD.

28. Divorce is quite uncommon, but it is becoming more prevalent. SA MA A N D MD SD.

29. Strong sanctions against pre-marital pregnancy exists, but not much dishonor is attached to the illegitimate child. SA MA A N D MD SD.

Education

30. The average Spanish-American still does not impute much value to formal education. SA MA A N D MD SD.

31. Very few Spanish-American parents really cooperate with the school. SA MA A N D MD SD.

32. The Spanish-Americans who have a desire that their children get an education do not have many specific goals for education of their children. SA MA A N D MD SD.

33. Most Spanish people will think of the school program as being good or bad in terms of their relationship with the administrator or the teachers. SA MA A N D MD SD.

34. There is a great amount of drop outs of Spanish-American children when they reach compulsory school attendance age, regardless if they have finished the 12th grade or not. SA MA A N D MD SD.

35. There is a great amount of educational retardation among the Spanish-American students. SA MA A N D MD SD.

36. It can be said that the Spanish-American students fall in the normal curve of distribution in intelligence, but are seldom able to achieve as much in school as Anglos because of the language handicap. SA MA A N D MD SD.

37. The majority of Spanish-American students are bilingual. SA MA A N D MD SD.

38. The Spanish-American student who starts college will quit as soon as the burden gets hard and as a result, few ever attain a B.A. level in their education. SA MA A N D MD SD.

39. The majority of the Spanish-American students do not see a goal for themselves even at a senior high level. SA MA A N D MD SD.

Economics

40. The Spanish-Americans can be found in just about all types of jobs and trades and professions as are in the Anglo world, but the majority of them fall in the lower-lower and upper-lower types of jobs. SA MA A N D MD SD.

41. There is a rising middle class among the Spanish-American. Previous to the start of acculturation, the Spanish culture was a two-class society. SA MA A N D MD SD.

42. The Spanish-American as a whole does not yet appreciate the Anglo value of achievement and success. SA MA A N D MD SD.

43. Very many of the Spanish-Americans are content with a meager subsistence and seldom try to improve their lot. SA MA A N D MD SD.

44. There is a chasm between the old generation, who at heart is still agrarian and the young educated Spanish-Americans who have become greatly acculturated and are striving for achievement and success. SA MA A N D MD SD.

45. A great percentage of Spanish-Americans are in a very low income group or in the welfare rolls. SA MA A N D MD SD.

46. The Spanish-American woman is working side by side with her husband much like the Anglo woman. SA MA A N D MD SD.

Health

47. The Spanish-Americans as a group will adhere to many of their folkway medicines. SA MA A N D MD SD.

48. The Spanish American children tend to be undernourished. SA MA A N D MD SD.

49. The less acculturated Spanish-Americans are reluctant to accept Anglo professional care because they fear the doctors, and tend to bear pain more easily than other people. SA MA A N D MD SD.

50. Many of the Spanish-American folkway medicine practices are still found in superstitions. SA MA A N D MD SD.

SA	MA	A	N	D	MD	SE
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Workshop Evaluation

TEACHER 1

The workshop as a whole was quite interesting. The people that came in to help us did a very good job. While I got a lot of good ideas about Middle Schools and how they are being run in other cities, I feel that most of these people that talked to us did not really know our particular problem here in Las Vegas.

I especially enjoyed the talks presented by Mr. Hastings & Father Burke. To me they sounded like they were truly interested in this area.

One of my main gripes was that we tried to cover too much material in too short a time. Maybe fewer consultants working with us for longer periods of time would solve this.

My other gripe is that our group did not get an art instructor to help us. We had two Home Economics teachers & one Industrial Arts teacher.

As a whole I think I have gained much from this workshop.

TEACHER 2

The consultants that came and truly discussed culture as to our immediate area were of great help in understanding some of our students.

The ones from our group and not in my area were of considerable help because their ideas and goals could be incorporated in with mine.

I disagree with some of the speakers that tended to speak of the Spanish people as a whole because this is not so in any nationality.

My main gripe is that we did not get an art consultant which I believe would have been a great help to me as I've never taught the subject 'set aside by itself'.

I truly gained some knowledge from the people that came in to talk about their Middle School and Team Teaching.

The people from our own community had the same ideas the consultants did but more down to earth-close to our problems.

The Workshop as a whole was truly educational as well as interesting.

TEACHER 3

Too many times a new school is built to solve an overcrowding situation with little or no concern with what is going to be taught in it. The school must be an expression of the community in which it is located and serve its purposes or it becomes merely a holding area for future society problems. I feel that this workshop is a positive step in meeting this requirement and ultimately will insure that both the teaching staff and the curricula are prepared for the job at hand.

To meet this challenge we have explored problems which have not been met in the past, such as the high drop-out rate for the Spanish-American student as well as his low performance and progress. Several methods of solving these problems have been explored and while I am sure there is no one sure way of solving all of the problems all of the time, there have been ideas presented which we are sure will help and more ideas and methods will be developed as we approach this new year and our new school.

This workshop has given us the time and opportunity to meet professionally and explore the problems which we will face. This is a most positive approach in pointing out the problems which exist; to which I'm sure the old saying applies, "Once you know you have a problem you have started to solve it."

TEACHER 4

Teaching, as in any other form of personal relationship, must be an interchange of ideas and actions, based on knowledge, mutual respect, and tolerance of divergent ideas, values, and beliefs. I feel that this workshop has made me more aware of the similarities and differences of various cultural and economic stratum groups, and more understanding of the problems confronting individuals and social groups.

I am serious in my desire to see local problems solved and to develop in all people respect for, and pride in, our four cultures - Indian, Spanish, Anglo, and a combination. I do not, however, wish to enlarge our cultural and economic problems in the belief that they are the same as those encountered in Miami, El Paso, or California.

Technically, the workshop has reinforced my belief in individual progress. It has afforded me an opportunity to discuss several forms of school and curriculum structure with people who are experienced in the field of the Middle School.

I believe I have acquired a number of ideas that can be applied in the elementary school at which I work. I have a better understanding of what will be expected of upper elementary students and ways in which I can make the transition easier for the student.

TEACHER 5

I feel that one of the most valuable sessions for me was the first one when Dr. Aragon spoke. His thinking was very objective, and the fact that he had been through some of the experiences he discussed gave him an insight which many of us do not have. We need more of this as well as more mutual discussion on the subject.

Dr. Ulibarri and the gentlemen who spoke on Wednesday evening also contributed a great deal to my thinking in terms of the Spanish-American students. Whether or not any of their statements were valid, they presented very honestly the feelings that they and their contemporaries have. This is the climate within which we must work and in order to do an effective job, we must be able to accept and deal with these feelings.

Some of the other "experts" have stimulated my thinking in terms of program possibilities within the framework of a more flexible scheduling. As all of them have said, we cannot completely take what they have done and transfer it to our setting, but we can use their experiences as a jumping off place. I'm sure, over the summer, ideas will begin to jell and take shape, and we will be ready to become more definite in our own thinking and planning.

TEACHER 6

This workshop has been very beneficial to me.

The objectives of the workshop were carried out with an awareness in culture understanding. The activities of the workshop centered around the theme of culture awareness and how the Middle School setting will provide and could carry out an educational program geared toward culture integration, team teaching, culture understanding and culture awareness.

The consultants, who explained such phase of the program, did a good job. As a result of their experience, I have become more alert. I have a better understanding of the Middle School concept. The workshop has given me food for thought and an awareness for further research.

The workshop has given me light in culture awareness, team teaching, curriculum development for the Middle School setting.

TEACHER 7

During this workshop, sources of information on the various cultures, and especially on Spanish culture in the Southwest have been given so that the materials for enlarging upon the contributions of this culture to American life can be given a great deal more emphasis in a way that will have meaning. Up to this point it has often been said this is what we should do - but there is no place that we can find material and information that will help to do the job.

It is good, also, for a group of teachers to sit down and try to decide just what the minimum requirements in any discipline can be to let each child succeed in that area. Further, the fact that goals must be set in behavioral terms forces thinking in that direction rather than the nebulous, high-sounding objectives which so long have been the way curriculum goals have been stated.

TEACHER 8

It has been a gratifying experience just to be among a group of people who have a common goal in mind - that of placing the interest of children above everything else.

The people who were chosen as consultants contributed much to the success of the workshop. We didn't copy any of their ideas entirely, but we did gain many new ideas from which we could expand and incorporate into our own particular situation.

One regret I do have is that I was not able to contribute much to anyone, but I feel that I learned much from those people who are more aggressive and are willing to express their way of thinking and feelings.

This workshop has served as a spring board for working relations among school teachers.

TEACHER 9

This has been the most worthwhile workshop I have ever attended in many ways. I want to mention first the values I have gained in getting acquainted with, learning to know, and to appreciate the qualities of skill, purposefulness, and concern for the child among the teachers in this group. I feel that with the cross section representation from elementary, junior and senior high schools we will see a more coordinated program developing both below and above as well as in the new middle school.

Since our emphasis has been on the individual child, I think our program is being built on that premise, and that we will see more individualized instruction in all areas. This will result in more evaluation by the teacher of subject matter and her methods to this end.

Our study of the economically and socially deprived child has made each more aware of these children and given us, through our behavioral objectives, more specific goals toward which to teach and evaluate our weaknesses or strong points.

I also feel we have built a strong feeling as a departmental team so that, knowing each other's feelings and opinions, we will be able to plan the program with maximum cooperation. Having "homogenized" our feelings about the students we can more ably share our problems concerning individual children and work together for each one's progress.

I cannot then help but think that this awareness of the culturally and economically deprived and the individual child, the program as a whole should benefit more children in more specific skills than we are now doing.

I also believe that our spectra of "experts" who were scheduled were selected for our real needs and did give us valuable help in every aspect of a new program.

TEACHER 10

During the ten day workshop I acquired so many ideas that it is difficult to decide which were more beneficial.

I realized before this workshop that the adjustments required of the children of a different culture are tremendous; however, I did not fully realize that their academic life was so greatly affected.

I learned to be more tolerant of the children's differences and abilities and to try to reach them as best I can by looking for each one's interest.

TEACHER 11

My two weeks workshop sessions pertaining to the development of minority cultures sponsored by the Civil Rights Act has been rather interesting and inspiring. All consultants and material exposed to were informative and of educational nature whereby our minority cultures of deprived experiences will be able to cope with a better interrelations of other cultures.

Such experiences working with the group should make me a better person to cope with the further or higher education and attitudes of our deprived students.

TEACHER 12

A teacher must know as much as possible about the home life of each student in order to know what his values are and what he is capable of doing. Only too late this year did I find out that one of my sixth period students had to get up at 4:30 every morning to do farm chores before riding 20-30 miles to school. More than English, he needed a pillow!!

In addition to increased enthusiasm for teaching and insight into the student's needs, I have discovered ways to use these more effectively in individualized teaching, the only method by which the student will accomplish his maximum potential.

Although, I have gained much to this point in the workshop, I am somewhat disturbed by the realization of how little I know and by the magnitude of the job to be accomplished.

TEACHER 13

During the course of the first part of the in-service training program, I feel I have profited most by reviving my enthusiasm in teaching; by developing more insight into the needs of students, particularly those who come from a deprived culture; and finally I have learned many ways to plan and organize teaching units so that maximum provision can be made for individual differences.

After teaching several years, it seems that a teacher tends to get in a rut and lose the enthusiasm which is so important in reaching the students. By discussing plans, gimmicks, problems, and ideas with other teachers in our group, I feel my attitude toward teaching has improved considerably and I feel I will start next year with new ideas which will help pass this enthusiasm on to the students.

Often, I have thought about how difficult it must be for the culturally deprived student to learn. However, I have never before been so aware of the little every day happenings that to us mean nothing, but to him have a very lasting and negative effect.

TEACHER 14

I believe that my attitudes have changed quite extensively as a result of the in-service training I have received so far in this workshop. I

believe that I have a better understanding of the necessity of instructing the individual student, the culture gap presently existing within our area, and the need for personal attention for each student.

Too often the teacher attempts to teach a "group". As a result of the workshop, I feel that a teacher cannot teach groups. Every individual is different and requires a different approach in instruction.

Furthermore, the cultural differences are very often overlooked. Teachers tend to blame the fact that a student is slow on the individual and forget that the student needs to have the teacher understand his culture and the fact that he is being taken from his culture and thrown into another. I believe that now I better understand why I should relate my instruction toward the students' experiences and beliefs. As a result of this type of instruction, there should be little reason for a student to be a slow learner because of his culture.

Finally, because of cultural differences as well as differences in each individual, I now firmly believe that the guidance processes of all individuals should be based on the understanding of the whole individual and not only those things which are common to the general behavior of the culture to which the culturally deprived student is subjected.

The workshop, then, has been beneficial in many ways to me and, I hope, to my future students.

TEACHER 15

This workshop has been most worthwhile to me.

The sensitivity groups made me more aware of interrelationships between teachers and administration, among teachers and between teacher and student.

I began to re-evaluate my teaching goals in relation to the individual and his needs.

I feel that the various groups of consultants and experts clarified my thinking about team teaching, flexible scheduling, open labs, etc. as tools to be used in the middle school.

The workshop brought to my attention some of the special problems of the culturally deprived and the adaptations our schedule and curriculum must undergo in order to meet these needs of individuals.

In the workshop I learned to evaluate more critically the behavioral goals of my subject area. Ways were suggested which will aid me to check these goals.

Attention was called to the special frustrations and emotional needs of minority groups. I have always attempted to recognize this but it was helpful to see this from a wider angle.

The concept of the middle school will help to erase the so-called discriminations of neighborhood schools and will offer to a pupil more varied educational and social experiences with his peers.

Team teaching will help correlate behavioral goals recognized by all teachers in the group and utilize the special skills of individual members.

TEACHER 16

The workshop has been very beneficial to me in many areas. The area of student-self direction and self-responsibility for learning is very valuable in the development of the whole child. In the flexible scheduling it will give the teacher more time to work with the individual child. In the team teaching each teacher can gather further information from each other. From cultural sensitivity stand point, I feel we have a better understanding of our individual cultural background. The working together has made a closer working team, which will in turn reflex in our working with the children.

TEACHER 17

The work shop, in general was an interesting and learning experience. I acquired new ideas from all the consultants, but the ones I learned the most from were the consultants from our local area and the Minority Group Culture Awareness Center. The people from the Minority Culture Center gave us a wider view of the problems we are now having, especially in our own schools. Some of these problems can be solved, was the message these consultants brought to us.

The consultants from our local area were very helpful in giving us an awareness of the great historical Spanish and Anglo culture we have here in our own area.

I hope I acquired a deeper sense of responsibility to our students than I previously had.

TEACHER 18

Although the theory expounded throughout the workshop was very impressive at least on paper, the greatest concrete useable material which I feel I got out of this workshop was the definite ways in which we could incorporate the "Chicano" culture into our curriculum. This incorporation will not be so great in math and science as in the social studies and language arts areas, but we are still very much aware that we can contribute to the overall goal of making our children aware of the beauty of their own culture and how they can actually take advantage of the worthy elements in both cultures. Of course, being aware of something does not mean it will be implemented but we will try our "darndest."

TEACHER 19

I definitely believe that, as a result of this work shop, I will be a more competent teacher in working with my particular ability group of students. I trust that the student will learn to look at me as an individual friend as well as a teacher. I have gained many new and different ideas on how to approach the individual student. These ideas will help me in teaching the individual child various skills in addition to the values I will hope to develop in the child.

I hoped that I have gained a deeper insight and greater appreciation of the many difficult problems which face our Spanish-American child. I have, from this workshop, formed new ideas and beliefs, which I hope to further develop, in working with this student. I believe that my approach in working with this child will be drastically changed. Instead of teaching an entire class the same material, I will attempt to work with the problems of the individual child as frequently as possible.

The consultants who worked with me were very helpful with their desire to share their ideas and methods in helping the individual child.

I have developed an enthusiasm, which I previously lacked, for preparing materials and building lesson plans.

Although subject material is absolutely essential, I hope that I will place the child in greater importance than I have in the past. I am beginning to believe that the child is the important one! The teacher and the subject material is fast dropping into second place.

TEACHER 20

I thoroughly enjoyed and feel that it has helped me tremendously, as I will be working with the children, indirectly. It helped me to understand the problems that the teachers & also the children have.

Also, the Culture Awareness Seminar, I attended was most helpful and

enjoyable. I wish more of the teachers had been able to attend as I feel that this is really great, to help with our Spanish & Anglo interpretation problems that we do have.

TEACHER 21

My two weeks of In-service training has been inspiring in a sense that it has given me a new approach to teaching. I believe that the various talks, lectures, and demonstrations were very informative. I was particularly impressed with the information given to us by the people from institutions of higher learning in regard to the educational problems of minority groups and the work that they are doing to make these groups competitive in our rapidly changing society. It was very gratifying to have some of these people as consultants. They gave us constructive guide lines which helped us in organizing our objectives of the sixth & seventh grades Social Studies units.

TEACHER 22

In recalling all of the sessions of this workshop, I believe that I have gained some valuable information. I will list it in the following fashion:

- First: Many different methods and techniques were examined and reviewed.
- Second: Before I didn't exactly know how to phrase and evaluate behavioral objectives. (Now I do!)
- Third: The consultants offered very worthwhile information and guidelines.
- Fourth: The fashion in which material and information were gathered, analyzed, and utilized by the different groups was great.
- Fifth: I would suggest that better continuity be established because I felt that we jumped around too much.

TEACHER 23

The ten days in the June workshop for the Middle School have been ten days of enlightenment for me. I have absorbed much new information on modular scheduling, flexibility, team-teaching, etc. However, the greatest thing that has come out of the workshop as far as I am concerned, is the apparent awareness of every child as an individual, and the rapport that has developed within the group of teachers. This leads me to believe that students working in small groups with emphasis on the individual will do much to eliminate racial strife in our country.

TEACHER 24

In my estimation this in-service workshop has been of special benefit to me because it has brought to light the disadvantages which the Spanish-speaking minority must overcome.

Several issues have been debated and discussed and there are some that I agree with. These are:

1. We as educators should devise and improvise methods and materials so as to make feasible a relation of subject matter to the experiences of these children.
2. We should strive to heal injured or damaged self-concepts by restoring self confidence and pride in these children.
3. Before we can make any learning situation a profitable one for these minority groups, we must first recognize and understand their particular value system.

The speaker that impressed me was Dr. John Aragon. I believe this was the first time he had been at the workshop to offer.

TEACHER 25

This session of the summer workshop was informative and personally gratifying. There were many inter-personal relationships which resulted during the meetings which gave me a better understanding of my fellow teachers.

The various lectures and passants that were used in the workshop were especially enlightening. Many questions were raised that had a direct approach to solving some of our problems.

The new Memorial School will truly be out of this world. The children from Mars, Jupiter, Venus, Mercury, Neptune and the other planets of the solar system will be challenged and motivated by superior beings from the outer reaches of the universe. These beings (teachers) are the result of an automated society. They are desperately trying to become sensitized to human feeling by attending sensitivity sessions.

TEACHER 26

I have found the past 10 days very profitable. I was very happy to have had various educational consultants come in to share their ideas with us. I found this aspect to be the most beneficial part of the in-service program.

The Social Studies group had enough time to develop its objectives, but I hope that these objectives will be scrutinized and gone over with a discerning eye to insure that they are as good as we think they are.

TEACHER 27

There are various things of interest and great value that have been pointed out to us during this workshop concerning the middle school concept. I will enumerate them along with an explanation.

First, I believe that the workshop has given me a look at the student in a different context than that of the traditional school. In the middle school method, the child truly becomes the center of instruction. The curriculum is molded to the needs of the child; not vice-versa.

Secondly, the workshop has opened the doors to investigate the idea of flexible scheduling. This in a sense makes the child the center of attention as pointed out in the above statement.

Thirdly, This workshop has provided an opportunity for us to enjoy and take advantage of the various ideas and methods that have been presented to us by the various consultants.

Finally, the idea of acculturation has brought many thoughts to mind. Especially the idea that knowing about different cultures, will in turn, help to understand the people within those cultures, and thus, enabling human beings to devote their energies on something other than fighting amongst each other.

TEACHER 28

I felt I did not get as much from the consultants as I expected. I also felt that they were not as well versed in our needs as they could have been. The outstanding people that contributed for my better understanding were as follows:

1. The team of teachers from Los Alamos knew what they were doing and what we needed and they gave it to us concisely and precisely.
2. Father Burke gave an excellent presentation of the development of the Spanish culture.

3. Mr. Jennings from Fort Union was very good and complimentary both in
the 1940s and 1950s.

4. Mr. Jennings was a very good person, but he was not a very good
March Scientist.

The following we could have benefited from were they aware of our needs:

1. Dr. Aragon
2. Dr. Uliberri

The "DUDS" were:

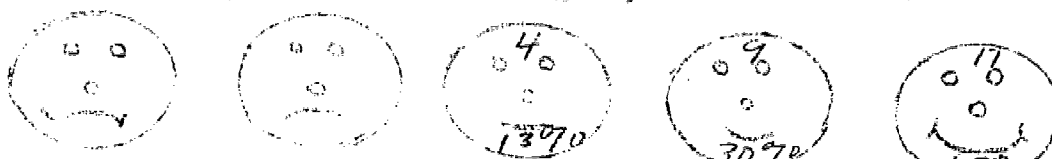
1. Mr. Ingerbritson-Didn't say a thing.
2. Mr. Robert Brown-I do not like to play games or be treated like a
juvenile and I do not like thiatrics.

EVALUATION SUMMARY
Summer Workshops
 June 4-17 & August 11-22

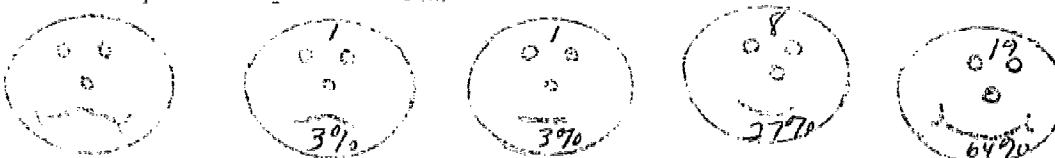
As a participant in the inservice program, your evaluation will be helpful for future planning. The information you furnish will be used anonymously, therefore, please do not sign your name.

Please indicate, by putting an X on the figure which most appropriately reflects your personal reaction to the question

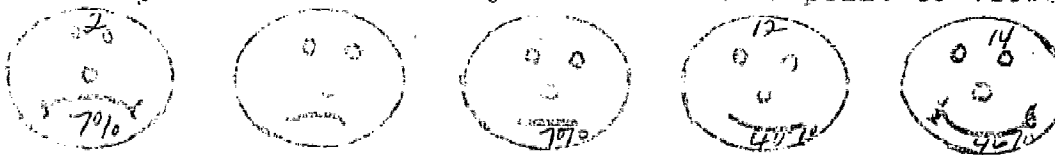
1. The workshop was a stimulating experience for me.



2. It helped me personally



3. It helped me understand my fellow teachers point of view.



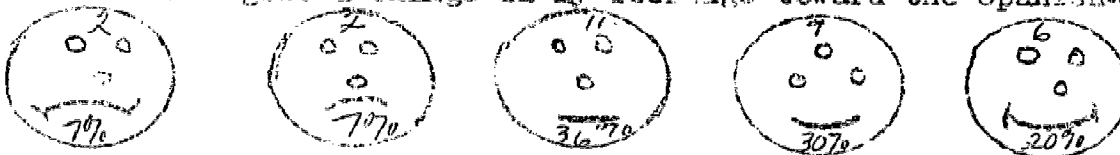
4. It provided me the kind of experience that I can apply to my own teaching.



5. It provided me with some insight into problems facing the Spanish-American student.



6. I have undergone a change in my feelings toward the Spanish-American student.



7. I have acquired better understanding of the cultural attitudes affecting the Spanish-American students.

